



<p>What will you see in History lessons?</p> <p>Most history lessons begin by encouraging children to revisit and retrieve previous knowledge taught. The core knowledge of each lesson will be explicitly taught to the children, and vocabulary and key teaching points will be repeated regularly to help them remember them. Throughout history lessons, narratives are used to teach new content as well as to immerse the children in the culture and geography of the period studied. A timeline is used throughout the classroom to support the development of chronological knowledge. Extended texts are likely to be read as part of history lessons to enrich children's substantive and disciplinary knowledge.</p>	<p>Primary HISTORY</p>	<p>What will you see that is specifically linked to Liverpool College and extends beyond the National Curriculum?</p> <p>In weekly assemblies, Chapter 6 history ambassadors share historical events that took place during the previous week.</p> <p>Over the course of the year, pupils across both key stages participate in history-based workshops and live events.</p>
<p>What formative / summative assessment will you see in History?</p> <p>Formative assessment occurs in every history lesson. Teachers constantly check that knowledge is secure and that pupils learn to think historically with their new knowledge. Regular quizzing and short tasks always give teachers ongoing information about how well pupils remember and understand. This is so they can adapt, re-teach and address misconceptions, ensuring no pupil gets left behind. At the end of each unit, students complete a synoptic task. This is often a piece of extended writing, but could also be an annotated diagram, a story about the past or a problem to solve using their historical knowledge. Through these tasks, pupils can develop and demonstrate their new knowledge, both substantive and disciplinary. At the end of each term, children complete a short, multiple-choice test that randomly samples pupils' history across the whole term.</p>	<p>What will you see in pupils' History books?</p> <p>In history books, you will see a range of evidence that documents the children's knowledge and progress in the subject. As well as written pieces, children share their rich knowledge through drama, storyboards, mind-maps, annotations and discussions.</p> <p>When looking at the research review series and our current pupils, what common misconceptions will be addressed and when?</p> <p>Research reviews indicate that an area of potential improvement is the teaching of disciplinary knowledge. Some teaching encourages misconceptions about history, asking pupils to make complex historical judgements without enough knowledge to support them. Our curriculum has been designed and carefully sequenced to ensure children are saturated with substantive knowledge before making more complex historical judgements. For example, during the topic on ancient Egypt in Chapter 3, the children thoroughly explore government, gods and goddesses and writing. It's only then that they attempt to interpret Egyptian artwork depicting their beliefs about life after death.</p>	<p>Data from the last twelve months reveals particular strengths in:</p> <p>Understanding and retaining substantive historical information. Liverpool College children know more and remember more.</p> <p>Data from the last twelve months reveals a current focus must be on:</p> <p>Developing disciplinary knowledge and children's ability to gather evidence from multiple sources to formulate a comprehensive response to a historical question.</p>